Asian Journal of Basic Science & Research
Volume 7, Issue 4, Pages 28-39, October-December 2025

Integrating 21st Century Skills in Teacher Education: A Comprehensive Thematic Review on Pedagogical Innovation, Digital Competence, and Professional Development

M.C. Yarriswamy*

Professor, Department of Education, Bangalore University, Bengaluru, Karnataka, India.
*Corresponding Author Email: mcyswamy@gmail.com**

DOI: https://doi.org/10.38177/ajbsr.2025.7402

Copyright © 2025 M.C. Yarriswamy. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

Article Received: 04 September 2025 *Article Accepted: 08 November 2025* *Article Published: 10 November 2025*

ABSTRACT

Teacher education in the 21st century demands a paradigm shift from content-driven instruction to competency-based professional learning. This thematic review synthesizes global perspectives on integrating 21st-century skills—critical thinking, creativity, collaboration, communication, digital literacy, and socio-emotional learning—within teacher education programs. Drawing from international frameworks such as P21, OECD, UNESCO, and WEF, the paper explores curriculum design, pedagogical innovation, digital integration, and continuous professional development (CPD). It highlights methodological diversity across studies, ranging from reflective practice and project-based learning to technology-enabled pedagogies. The review identifies systemic challenges such as resistance to change, inequitable digital infrastructure, and limited assessment tools. Analytical commentary links each figure and table to conceptual arguments, demonstrating their pedagogical relevance. The paper concludes that teacher education programs must be reoriented to foster adaptive, reflective, and digitally competent educators capable of leading sustainable educational transformation.

Keywords: 21st Century Skills; Teacher Education; Critical Thinking; Creativity; Collaboration; Communication; Digital Literacy; Professional Development; Reflective Practice; Pedagogical Innovation; Teacher Training Reform; Teacher Agency; Lifelong Learning.

1. Introduction

The 21st century has transformed education into a dynamic, skill-oriented, and technology-driven enterprise. Globalization, technological innovation, and rapidly changing societal needs demand that schools produce learners who are not only knowledgeable but also skilled in problem-solving, creativity, collaboration, and adaptability (Trilling & Fadel, 2009; Voogt & Roblin, 2012). Within this framework, teachers serve as the linchpins of educational transformation, and their preparation through teacher education programs has become more critical than ever.

Traditional teacher education, rooted in transmission-based pedagogies and rote-learning methodologies, is increasingly viewed as insufficient for meeting contemporary challenges (Darling-Hammond, 2017). Instead, teacher education programs must be reoriented to foster 21st-century skills, enabling teachers to serve as facilitators of inquiry, designers of learning experiences, and mentors of socio-emotional growth (Partnership for 21st Century Learning [P21], 2019). This involves cultivating both cognitive competencies (critical thinking, creativity), digital competencies (ICT literacy, e-pedagogy), and socio-emotional competencies (empathy, collaboration, adaptability) (Care et al., 2018; OECD, 2018).

The COVID-19 pandemic also accelerated the digital transformation of education, compelling teachers to engage with online and blended modalities. This has intensified calls for teacher education institutions to prepare future educators not only with technical knowledge but also with resilience, adaptability, and global competence (UNESCO, 2020). Consequently, understanding and embedding 21st-century skills in teacher education is no longer optional but an imperative for sustainable and quality education systems.

1.1. Study Objectives

The present thematic review aims to:

- Examine theoretical and conceptual frameworks defining 21st-century skills in teacher education.
- Analyse how these competencies are integrated into curriculum design, pedagogy, and assessment.
- Identify systemic barriers and institutional challenges in implementing 21st-century skill frameworks.
- Explore the role of digital literacy and reflective practice in teacher professional growth.
- Evaluate international models and frameworks influencing Indian teacher education.
- Recommend strategic directions for policy alignment and sustainable professional development.

Table 1. Global Frameworks Defining 21st Century Skills

Framework	Skills Highlighted	Relevance for Teacher Education
P21 Framework (2009)	4Cs: Critical thinking, Creativity, Communication, Collaboration + ICT	Core framework shaping curricula
OECD Future of Education 2030	Global competence, adaptability, responsibility	Teacher education for global citizenship
UNESCO ICT Competency Framework (2018)	ICT literacy, pedagogical use of technology	Training teachers for digital pedagogy
World Economic Forum Skills Outlook (2020)	Problem-solving, resilience, innovation	Preparing teachers for workforce-aligned education

As shown in Table 1, global frameworks such as OECD and UNESCO converge on similar skill domains. The frameworks converge on the importance of cognitive, digital, and socio-emotional skills. For teacher education, adopting an integrated model ensures relevance to global educational demands (Voogt & Pareja Roblin, 2010; Care et al., 2018).

2. Integration of 21st Century Skills in Teacher Education

The integration of 21st-century skills into teacher education requires a multi-dimensional approach that reshapes curriculum, pedagogy, assessment, and practicum experiences. Unlike traditional models that primarily emphasize subject content knowledge, modern teacher education must equip teachers with the capacity to design, facilitate, and assess learning that fosters higher-order skills among students (Darling-Hammond, 2017; Voogt & Roblin, 2012).

Integration can be analysed across four key dimensions: curriculum design, pedagogy and instructional strategies, technology integration, and experiential learning.

2.1. Curriculum Design

Curriculum is the foundation for embedding 21st-century competencies in teacher education. Teacher preparation programs must move beyond discrete subject-based courses to interdisciplinary and competency-based curricula (OECD, 2018). Courses should be designed to:

- Promote critical thinking through problem-based and inquiry-driven modules.
- Develop creativity via curriculum design projects, lesson innovation workshops, and arts-based pedagogy.
- Encourage collaboration and communication by integrating group work, micro-teaching sessions, and collaborative research projects.

Example: In Finland, teacher education programs integrate interdisciplinary project work where pre-service teachers collaboratively design curricula that combine STEM with arts, reflecting the STEAM approach (Sahlberg, 2015).

2.2. Pedagogical Approaches

Embedding 21st-century skills requires teachers to adopt student-centred pedagogies such as:

Project-Based Learning (PBL): Pre-service teachers design and implement projects, simulating real-life classroom practices that promote inquiry and collaboration (Bell, 2010).

Flipped Classroom Approaches: Trainees experience blended learning models, where they learn content independently and use classroom time for collaborative problem-solving.

Collaborative Micro-Teaching: Instead of individual demonstrations, teacher trainees conduct joint lessons, emphasizing teamwork and peer feedback.

Table 2. Skill Integration in Teacher Training and Classroom Applications

Skill	Examples in Teacher Training	Classroom Application
Critical Thinking	Case-based pedagogy	Inquiry-based tasks
Creativity	Designing lesson innovations	Project-based learning
Collaboration	Peer micro-teaching	Cooperative learning
Communication	Debate, role-play	Student-centred discussions
Digital Literacy	LMS workshops, MOOCs	E-learning platforms, AR/VR
Socio-Emotional Skills	Reflective journaling	Classroom empathy practices

The table 2 illustrates the direct link between teacher training activities (case analysis, role-play, reflective journaling) and their classroom applications (inquiry learning, debates, empathy practices). It underlines the dual responsibility of teacher education—training teachers while modelling the practices they must adopt in their own classrooms.

2.3. Technology and Digital Literacy

Digital literacy has become non-negotiable in teacher education. The COVID-19 pandemic reinforced the urgency of training teachers to effectively use Learning Management Systems (LMS), online collaboration tools, and digital pedagogical strategies (UNESCO, 2020).

Teacher education institutions are integrating:

- Workshops on ICT pedagogy (using Moodle, Google Classroom, Microsoft Teams).

- Exposure to emerging technologies such as AR/VR for immersive learning experiences.
- MOOCs and e-learning resources for continuous learning (e.g., SWAYAM, Coursera).

Example: The DigCompEdu Framework (Redecker, 2017) provides European guidelines for teacher digital competencies, which are increasingly being adopted globally.

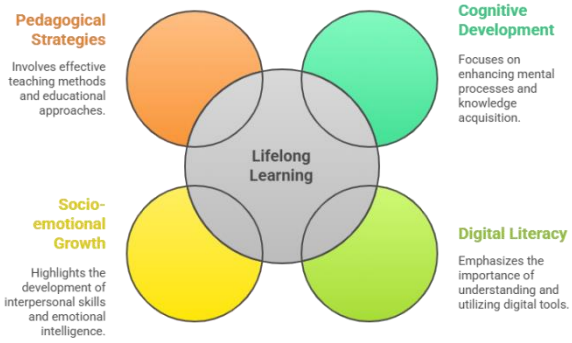

Figure 1. Dimensions of 21st Century Skills in Teacher Education

The circular model of cognitive, digital, socio-emotional, and pedagogical skills shows that digital literacy acts as the enabling force, connecting traditional skills to contemporary teaching practices. As illustrated in Figure 1, the model positions digital literacy as a bridging force connecting cognitive and socio-emotional skills. This interrelation suggests that technology not only supports pedagogical innovation but also mediates collaboration and creativity, enabling teachers to operate effectively in hybrid learning contexts.

2.4. Experiential and Reflective Learning

Experiential learning opportunities, such as school internships, community projects, and action research, provide authentic contexts for applying 21st-century skills. Teacher trainees learn to:

- Apply critical thinking and creativity in solving classroom challenges.
- Practice collaboration in co-teaching models.
- Use reflective practices (journals, peer discussions, portfolios) to develop self-awareness and socio-emotional intelligence (Zeichner, 2010).

Reflective learning ensures teachers not only acquire competencies but also internalize and adapt them to their professional identity.

2.5. Assessment of Skills

Traditional examinations focus heavily on knowledge recall, which is insufficient for evaluating 21st-century competencies. Teacher education programs are now introducing alternative assessments such as:

- Portfolios demonstrating lesson design creativity.
- Performance-based assessments in micro-teaching and classroom simulations.
- Peer and self-assessment for socio-emotional skills like collaboration and empathy.

These methods align teacher education with the broader goal of preparing educators who can assess students' competencies meaningfully (Paniagua & Istance, 2018).

Overall, the integration of 21st-century skills in teacher education is not a linear process but a holistic transformation that involves:

- Curricular alignment with global competency frameworks.
- Pedagogical innovation emphasizing student-centred approaches.
- Digital literacy integration as a backbone of modern education.
- Experiential learning to connect theory with practice.
- Alternative assessments to measure skill development effectively.

By embedding these layers, teacher education programs produce educators who are adaptive, reflective, and innovative, capable of nurturing students prepared for the complexities of the 21st century.

3. Challenges and Barriers in Integrating 21st Century Skills in Teacher Education

While the integration of 21st-century skills in teacher education is widely recognized as essential, its implementation faces multiple systemic, institutional, and individual barriers. These challenges often result in partial or superficial adoption, creating a "rhetoric–reality gap" (Voogt & Pareja Roblin, 2010). Addressing them requires comprehensive reform in curriculum, pedagogy, policy, and professional development structures.

3.1. Resistance to Change

Many teacher educators and institutional stakeholders remain committed to traditional, content-heavy, lecture-driven approaches. Resistance often stems from:

- Lack of familiarity with innovative pedagogies.
- Anxiety about integrating ICT tools.
- Belief that 21st-century skills dilute subject content rigor (Darling-Hammond, 2017).

Case Example: A study in Indian teacher education colleges found that while ICT facilities were available, teacher educators preferred chalk-and-talk methods due to habit and limited training (Kaur & Singh, 2019).

As detailed in Table 3, the challenges manifest across micro, meso, and macro levels. This table demonstrates that challenges vary across levels - micro (teachers' attitudes), meso (institutional constraints), and macro (policy gaps). Tackling them requires multi-level interventions rather than isolated efforts.

Table 3. Challenges in Teacher Education

Challenge	Impact	Real-world Example	Possible Solution
Resistance to change	Prevents pedagogical innovation	Teacher educators preferring lectures in India (Kaur & Singh, 2019)	CPD, mentoring, incentives
Resource constraints	Limited ICT adoption	Sub-Saharan Africa during COVID-19 (Onyema et al., 2020)	Public-private partnerships

Assessment gaps	Skills unmeasured	Creativity undervalued in China (Tan, 2015)	Alternative assessments
Overloaded curriculum	Superficial coverage of skills	Add-on workshops in teacher colleges	Integrated curriculum design
Policy–practice gap	Weak reform implementation	India's NEP 2020 slow rollout (Chakraborty, 2021)	Monitoring, accountability

Resistance slows the reform process and prevents meaningful curriculum transformation. Structured continuous professional development (CPD), mentoring, and peer support networks can reduce this barrier.

3.2. Resource and Infrastructure Constraints

Effective integration of 21st-century skills—particularly digital literacy—requires substantial investments in ICT infrastructure, internet connectivity, and updated learning resources (UNESCO, 2020). In many developing countries, teacher education institutions face:

- Limited access to devices and internet connectivity.
- Outdated curricula with minimal digital components.
- Unequal distribution of resources between urban and rural colleges.

Case Example: During COVID-19, many pre-service teachers in Sub-Saharan Africa could not complete practicum requirements due to inadequate online teaching infrastructure (Onyema et al., 2020).

3.3. Assessment Limitations

Assessment remains heavily exam-oriented, measuring factual recall rather than higher-order skills. Without aligned assessment reforms, teacher education risks teaching for tests rather than fostering creativity, collaboration, or socio-emotional growth (Care et al., 2018).

- Skills such as collaboration and empathy are difficult to measure using conventional exams.
- Teachers are not sufficiently trained in alternative assessments like rubrics, portfolios, or performance-based evaluations (Paniagua & Istance, 2018).

Example: In China, despite curriculum reforms promoting creativity and problem-solving, teachers continued to rely on high-stakes testing, limiting meaningful integration of 21st-century skills (Tan, 2015).

3.4. Overloaded Curriculum

Many teacher education programs already face crowded curricula, leaving little room for skill-based modules. Institutions often "add on" 21st-century content as elective workshops rather than integrating it across all courses (Darling-Hammond & Oakes, 2021).

- This results in fragmented exposure rather than holistic integration.
- Trainees may perceive 21st-century skills as "secondary" rather than core professional competencies.

3.5. Policy and Governance Gaps

National policies may highlight the importance of 21st-century skills, but policy–practice gaps persist.

- Limited funding for reforms.
- Lack of coordination between universities, accreditation bodies, and schools.
- Insufficient monitoring of implementation.

Example: Despite the National Education Policy (NEP) 2020 in India emphasizing 21st-century skills, many teacher education institutions continue with traditional evaluation methods, indicating a slow pace of adoption (Chakraborty, 2021).

3.6. Cultural and Contextual Differences

21st-century skills are often framed in globalized, Western-centric models. However, cultural and local educational contexts must be considered (Care et al., 2018).

- For instance, while collaboration is highly valued in Western systems, in some Asian contexts, classrooms remain hierarchical, making student-centred learning harder to implement.
- Teacher education must adapt frameworks to local values while maintaining global relevance.

The barriers show that integration of 21st-century skills in teacher education is not merely a technical challenge (providing ICT tools or training) but also a cultural, systemic, and policy challenge. Unless these barriers are holistically addressed, reforms risk remaining symbolic rather than substantive.

4. Implications for Teacher Professional Development

The integration of 21st-century skills into teacher education cannot stop at pre-service preparation. Teachers require continuous professional development (CPD) to remain relevant in rapidly evolving educational contexts. CPD is not only about updating knowledge but also about reskilling and upskilling teachers to integrate digital tools, adopt innovative pedagogies, and foster socio-emotional learning (Avalos, 2011; Darling-Hammond & Hyler, 2020).

Professional development in the 21st century must be continuous, collaborative, technology-driven, and reflective, moving away from one-off workshops to sustainable learning ecosystems.

4.1. Continuous Professional Development (CPD)

Modern CPD emphasizes lifelong learning, where teachers continuously evolve alongside societal and technological changes.

- Programs must include training on critical thinking pedagogy, project-based learning, and assessment innovations.
- CPD should be modular and flexible, allowing teachers to balance classroom duties with professional growth (OECD, 2018).

Case Example: In Singapore, teachers are entitled to 100 hours of professional development annually, focusing on reflective practice, ICT integration, and leadership skills (Ng, 2019).

4.2. Technology-Enhanced Professional Development

Digital transformation in education has opened new opportunities for CPD through online platforms and MOOCs.

- MOOCs (e.g., SWAYAM, NPTEL, Coursera, EdX) enable teachers to pursue specialized skills at their own pace.
- Learning Management Systems (LMS) support continuous peer learning through discussion forums and collaborative projects.
- Webinars, podcasts, and virtual simulations extend CPD opportunities beyond geographical boundaries (Redecker, 2017).

Case Example: During the COVID-19 pandemic, UNESCO reported a surge in teacher participation in online training programs, particularly in ICT-based pedagogy, demonstrating the scalability of technology-driven CPD (UNESCO, 2020).

4.3. Collaborative Professional Learning

Professional development is most effective when teachers learn together. Collaborative models such as Professional Learning Communities (PLCs) encourage:

- Sharing of classroom practices.
- Joint curriculum development.
- Peer mentoring and feedback (Vescio et al., 2008).

Example: In Canada, teacher PLCs focus on data-driven discussions about student outcomes, linking CPD directly to classroom effectiveness (Stoll et al., 2006).

4.4. Reflective Practice and Action Research

Teachers are encouraged to engage in reflective practice and action research to integrate 21st-century skills.

- Reflective journals help teachers internalize socio-emotional competencies like empathy and adaptability.
- Action research projects allow teachers to investigate their own classroom practices, developing context-specific innovations (Zeichner, 2010).

Figure 2. Professional Development Cycle for 21st Century Skills

Figure 2 conceptualizes professional development as a cyclical, iterative process rather than a linear trajectory. Each stage, training, practice, reflection, re-skilling, and innovation interacts dynamically, emphasizing that sustained learning ecosystems are essential for teacher adaptability and continuous improvement. The cyclical model of Training → Practice → Reflection → Re-skilling → Innovation → Training highlights that professional development is not a one-time event but an iterative process. Each stage feeds into the next, ensuring teachers remain adaptive and innovative.

4.5. Policy and Institutional Support

Sustainable CPD requires supportive policies, incentives, and institutional frameworks.

- Governments should fund structured professional development programs.
- Accreditation bodies must link teacher re-certification with CPD participation.
- Schools must provide time and resources for teachers to pursue CPD without workload conflicts.

Case Example: The European Union's DigCompEdu framework links teacher professional development with digital competencies, providing structured guidance for CPD across 28-member states (Redecker, 2017).

Professional development for 21st-century skills requires a paradigm shift from fragmented workshops to systematic, reflective, and collaborative models.

- Continuous learning ensures adaptability.
- Technology-enabled platforms expand reach and flexibility.
- Collaboration and peer learning strengthen teacher communities.
- Reflection and action research ensure contextual relevance.
- Policy support guarantees sustainability.

Only when these elements converge can professional development empower teachers to become lifelong learners, innovative practitioners, and transformative educators.

5. Conclusion

The 21st century has redefined the roles, responsibilities, and expectations of teachers. Teacher education, once narrowly focused on subject mastery and content transmission, must now evolve into a comprehensive skill-based model that equips educators to thrive in a rapidly changing global landscape. As this thematic review shows, effective teacher preparation requires embedding cognitive skills (critical thinking, creativity), digital literacy, socio-emotional competencies, and innovative pedagogical practices into both pre-service and in-service training programs (Trilling & Fadel, 2009; Darling-Hammond, 2017; OECD, 2018).

The integration of these skills, however, faces systemic challenges such as resistance to change, limited resources, assessment gaps, curriculum overload, and policy–practice mismatches. Unless addressed holistically, these barriers risk reducing 21st-century skills to rhetorical policy statements rather than transformative practices (Voogt

& Roblin, 2012; Care et al., 2018). Innovative solutions such as continuous professional development, technology-driven platforms, collaborative learning communities, and reflective practices offer pathways to overcome these challenges.

Crucially, teacher professional development must shift from episodic workshops to sustained ecosystems of lifelong learning. Teachers themselves must embody the values of adaptability, creativity, collaboration, and empathy, serving as role models for their students. This demands supportive policies, adequate funding, and institutional cultures that prioritize professional growth (Darling-Hammond & Hyler, 2020; UNESCO, 2020).

Looking ahead, teacher education must strike a balance between global frameworks and local cultural contexts. While skills like collaboration, problem-solving, and digital literacy are universally important, their application should respect and integrate local values, traditions, and educational priorities (Tan, 2015; Chakraborty, 2021).

In conclusion, the transformation of teacher education around 21st-century skills is not just a professional necessity but a moral and societal imperative. Teachers prepared in this way will not only deliver knowledge but also empower future generations to think critically, act ethically, and adapt confidently to a world of uncertainty and opportunity.

To ensure sustainability, future reforms in teacher education should focus on:

- Policy alignment: Stronger links between national frameworks and teacher education curricula.
- Assessment innovation: Development of tools that effectively measure 21st-century competencies.
- Digital equity: Ensuring ICT access in rural and marginalized teacher education institutions.
- Global collaboration: Exchange programs and cross-border CPD to broaden perspectives.
- Research-practice integration: Encouraging action research within teacher education for continuous improvement.

By addressing these areas, teacher education can serve as the foundation of educational transformation, preparing educators who inspire lifelong learning and social progress.

Declarations

Source of Funding

This study received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Competing Interests Statement

The author has declared that no competing financial, professional, or personal interests exist.

Consent for publication

The author consented to the publication of this research work.

Authors' contributions

Author’s independent contribution.

References

Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. Teaching and Teacher Education, 27(1): 10–20. https://doi.org/10.1016/j.tate.2010.08.007.

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House, 83(2): 39–43. https://doi.org/10.1080/00098650903505415.

Care, E., Anderson, K., & Kim, H. (2018). Visualizing the breadth of skills movement across education systems. Brookings Institution Report, Pages 1–40. https://www.brookings.edu/research/visualizing-the-breadth-of-skills-movement-across-education-systems/.

Chakraborty, M. (2021). Teacher education reforms in India: A critical appraisal of NEP 2020. Journal of Education and Practice, 12(5): 12–19.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? European Journal of Teacher Education, 40(3): 291–309. https://doi.org/10.1080/02619768.2017.1315399.

Darling-Hammond, L., & Hyler, M.E. (2020). Preparing educators for the time of COVID… and beyond. European Journal of Teacher Education, 43(4): 457–465. https://doi.org/10.1080/02619768.2020.1816961.

Darling-Hammond, L., & Oakes, J. (2021). Preparing teachers for deeper learning. Harvard Education Press: Cambridge, MA.

Kaur, G., & Singh, H. (2019). Teacher educators' use of ICT in teacher training institutions. International Journal of Education and Development Using ICT, 15(1): 157–168.

Ng, P.T. (2019). Teacher professional development in Singapore: Depicting the landscape. Professional Development in Education, 45(5): 770–782. https://doi.org/10.1080/19415257.2018.1530106.

OECD (2018). The future of education and skills: Education 2030. OECD Publishing: Paris. https://doi.org/10.1787/9789264300002-en.

Onyema, E.M., Eucheria, N.C., Obafemi, F.A., & Sharma, A. (2020). Impact of coronavirus pandemic on education. Journal of Education and Practice, 11(13): 108–121. https://doi.org/10.7176/jep/11-13-12.

Paniagua, A., & Istance, D. (2018). Teachers as designers of learning environments: The importance of innovative pedagogies. OECD Publishing: Paris. https://doi.org/10.1787/9789264085374-en.

Partnership for 21st Century Learning (P21) (2019). Framework for 21st century learning. Battelle for Kids: Washington, DC. https://www.battelleforkids.org/networks/p21.

Redecker, C. (2017). European framework for the digital competence of educators (DigCompEdu). Publications Office of the European Union: Luxembourg. https://doi.org/10.2760/159770.

Sahlberg, P. (2015). Finnish lessons 2.0: What can the world learn from educational change in Finland? Teachers College Press: New York.

Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. Journal of Educational Change, 7(4): 221–258. https://doi.org/10.1007/s10833-006-0001-8.

Tan, C. (2015). Education policy borrowing in China: Has the West wind overpowered the East wind? Compare: A Journal of Comparative and International Education, 45(5): 686–704. https://doi.org/10.1080/03057925.2014.928508.

Trilling, B., & Fadel, C. (2009). 21st century skills: Learning for life in our times. Jossey-Bass: San Francisco.

UNESCO (2020). Education in a post-COVID world: Nine ideas for public action. UNESCO Publishing: Paris. https://unesdoc.unesco.org/ark:/48223/pf0000373717.

Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. Teaching and Teacher Education, 24(1): 80–91. https://doi.org/10.1016/j.tate.2007.01.004.

Voogt, J., & Pareja Roblin, N. (2010). 21st-century skills discussion paper. Curriculum Studies, 43(4): 449–461. https://doi.org/10.1080/00220272.2010.503445.

Voogt, J., & Roblin, N.P. (2012). A comparative analysis of international frameworks and definitions of 21st-century skills. Journal of Curriculum Studies, 44(3): 299–321. https://doi.org/10.1080/00220272.2012.668938.

World Economic Forum (WEF) (2020). The future of jobs report 2020. WEF: Geneva. https://www.weforum.org/reports/the-future-of-jobs-report-2020.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. Journal of Teacher Education, 61(1–2): 89–99. https://doi.org/10.1177/0022487109347671.